DOCUMENT RESUME

ED 213 622 SO 013 875

AUTHOR DuVall, Charles R.
TITLE Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase I.
INSTITUTION Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.; Indiana Univ., South Bend. Div. of Education.
PUB DATE Oct 81
NOTE 76p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adoption (Ideas); Elementary Secondary Education; *Global Approach; *Information Utilization; Program Descriptions; Program Effectiveness; *Program Evaluation; Surveys; Teacher Attitudes; Teacher Workshops; Use Studies
IDENTIFIERS *Indiana Global Education Program

ABSTRACT

This report describes and evaluates the Indiana Global Education Program which developed teacher in-service training sessions, dissemination networks, materials, and resource centers to strengthen global education in Indiana Schools. The emphasis in this report is on how elementary and secondary Indiana teachers used the ideas and materials which they learned about in workshops sponsored by the Indiana Global Education Program in 1980. Questionnaires concerning the effectiveness of the workshops were sent to 389 teachers. The response rate was 46%. Findings include the following: Ideas and materials from the workshops were used primarily to supplement the regular instructional program. Over two thirds of the teachers viewed the ideas and materials as helpful or very helpful. The instructional effectiveness of the workshops was viewed as effective or very effective by approximately two thirds of the respondents. Overall, the ideas and materials proved to be most positively accepted by those teachers in the junior high/middle school range. The least acceptance was found on the part of primary teachers. Part two of the study, yet to be conducted, will involve in-depth, follow-up interviews of selected respondents. The appendices contain the cover letter to participants, a copy of the questionnaire, and responses to open ended questionnaire items. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED213622

REPORT OF TEACHER UTILIZATION OF IDEAS AND MATERIALS RELATED TO THE GLOBAL EDUCATION WORKSHOPS CONDUCTED DURING SEPTEMBER, 1980

PHASE I

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles R. DuVall
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Charles R. DuVall, Ph.D.

Professor of Education

Indiana Department of Public Instruction
Division of Curriculum
Indianapolis, Indiana

and

Indiana University at South Bend
Division of Education
South Bend, Indiana

October, 1981

SØ 013 875

TABLE OF CONTENTS

Chapter		Page
I.	THE PROBLEM	1
	Introduction	1
	Rationale	2
	Background	2
	Goals, Purposes and Organization	3
	Intent of the Study	5
	Specific Points to be Considered	6
	Indiana Global Education Project	6
	Objectives of the Program	6
	Methods, Procedures and Sources of Data	7
	Design of the Instrument	7
	Rationale	8
	Instrumentation	10
	Methodology	11
	Identification of the Population	11
	Mailing the Opinionaire	11
	Follow-up Technique	11
	Limitations of the Study	12
	Organization of the Remainder of the Study	12
II.	PRESENTATION AND ANALYSIS OF THE DATA	13
	Analysis of Opinionaire Responses	14
	Analysis of Comments Made by Respondents	28
III.	SUMMARY, FINDINGS, AND CONCLUSIONS	33
	Summary	33
	The Problem	33
	Findings	34
	Conclusions	35
	Recommendations for Further Study	35
	BIBLIOGRAPHY	36

Chapter Page

APPENDIX A. 37
APPENDIX B. 42
APPENDIX C. 49
APPENDIX D. 54
APPENDIX E. 60

OCC 4

LIST OF TABLES

Table		Page
1.	RESPONSES RECEIVED TO THE QUESTION: "IN WHAT SIZE COMMUNITY DO YOU TEACH?"	14
2.	RESPONSES RECEIVED TO THE QUESTION: "WHAT IS THE HIGHEST EDUCATIONAL DEGREE YOU HOLD?"	16
3.	RESPONSES RECEIVED TO THE QUESTION: "HOW MANY YEARS OF TEACHING EXPERIENCE DO YOU HAVE?".	17
4.	RESPONSES RECEIVED TO THE QUESTION: "WHAT IS YOUR POSITION WITH THE SCHOOL?".	18
5.	RESPONSES RECEIVED TO THE QUESTION: "AT WHAT LEVEL DO YOU WORK WITH STUDENTS/TEACHERS?"	20
6.	RESPONSES RECEIVED TO THE QUESTION: "WHAT WERE YOUR REASONS FOR ATTENDING THE GLOBAL EDUCATION WORKSHOP?"	21
7.	RESPONSES RECEIVED TO THE QUESTION: "WHAT USE DID YOU MAKE OF THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP?"	22
8.	RESPONSES RECEIVED TO THE QUESTION: "WITH WHAT TYPE OF PUPILS DID YOU USE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP?"	23
9.	RESPONSES RECEIVED TO THE QUESTION: "HOW HELPFUL WERE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP?"	23
10.	RESPONSES RECEIVED TO THE QUESTION: "HOW EFFECTIVE WERE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP IN ADDRESSING THE CONCEPTS YOU WANTED TO INCLUDE IN YOUR INSTRUCTIONAL PROGRAM?"	24
11.	RESPONSES RECEIVED TO THE QUESTION: "HOW EFFECTIVE WERE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP IN HELPING YOU MOTIVATE STUDENTS?"	25
12.	RESPONSES RECEIVED TO THE QUESTION: "APPROXIMATELY HOW MUCH TIME DID YOU SPEND DURING THE LAST SCHOOL YEAR TEACHING ABOUT GLOBAL EDUCATION?"	26
13.	RESPONSES RECEIVED TO THE QUESTION: "COMPARED WITH OTHER SOURCES AND MATERIALS STUDENTS MIGHT USE, HOW IMPORTANT WERE THE IDEAS/MATERIALS PRESENTED AT THE GLOBAL EDUCATION WORKSHOP?"	26

OCT 5

Table | Page

14. RESPONSES RECEIVED TO THE QUESTION: "AS A RESULT OF USING THE IDEAS/MATERIALS OBTAINED AT THE GLOBAL EDUCATION WORKSHOP DO YOU BELIEVE YOUR STUDENTS" LEARNING WAS IMPROVED?" 27

15. RESPONSES RECEIVED TO THE QUESTION: "DURING THE PAST SCHOOL YEAR HAVE YOU SHARED ANY OF THE MATERIALS YOU RECEIVED AT THE GLOBAL EDUCATION WORKSHOP WITH OTHER SCHOOL PERSONNEL?" 29

16. RESPONSES RECEIVED TO THE QUESTION: "IF ANOTHER WORKSHOP TO BE OFFERED BY THE DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF CURRICULUM, WHAT WOULD BE YOUR ATTITUDE TOWARD ATTENDANCE?" 30

17. RESPONSES RECEIVED TO THE QUESTION: "COMPARED WITH OTHER WORKSHOPS YOU HAVE ATTENDED, HOW EFFECTIVE WAS THE GLOBAL EDUCATION WORKSHOP?" . . . 30

CHAPTER I

THE PROBLEM

Introduction

In recent years, there has been an increase in the number of national, state and local efforts to develop policies and programs to improve and expand global international education. Strength Through Wisdom: A Critique of U.S. Capability, (President's Commission on Foreign Languages and International Studies) as well as other government sponsored reports and Commission studies, provide evidence of national level concern about the international orientation of Americans and provide recommendations for strengthening international education/global education in this country.

Numerous state and local level initiatives are also underway. The Michigan State Board of Education has a set of guidelines for global education. Several other states, including New Jersey, Illinois, Florida, Kentucky, Utah and Minnesota, have launched special programs designed to improve global education.

Indiana is among the states leading the way in this important development. One of the major efforts serving this purpose in our state is the Indiana Global Education Program. A description of this program follows.

Rationale

Designing educational responses to meet the challenges of increasing worldwide inter-relatedness and cultural diversity requires not only an awareness of the nature of world trends and events and an awareness of how children learn, but also a sensitivity to the realities of educational change. Schools are complex human organizations. Efforts to improve global education in schools must take into account the fact that decisions about what should be taught or emphasized involves many individuals, agencies and interests. These include teachers, administrators, local curriculum committees, state departments of education, professional associations, textbook publishers, accrediting agencies, parents, special interest groups and students.

Improvements in education also require specific practical steps which strengthen existing programs, expand the impact of successful experimental efforts, and, where necessary, stimulate new initiatives.

Background

The Indiana Global Education Program addresses these issues. Since 1973, the Indiana State Social Studies Consultant has engaged in a cooperative effort with the Mid-America Program for Global Perspectives in Education and key teachers throughout the state in developing exemplary programs in global studies. The current Indiana Global Education Program builds on this effort. It enables a group of Indiana school districts to utilize their own successful key teachers and exemplary programs, the dissemina-

tion and leadership capacity of the Department of Public Instruction, and selected expertise and talents in the state university and college system to improve and expand cultural understanding and global perspectives in the elementary and secondary schools throughout the state.

The need to improve content, materials and teaching techniques through in-service workshops in Indiana was demonstrated by a 1975 state-wide, in-service needs assessment of social studies teachers. The results of this survey indicated strong support for regional workshops in various course offerings of global/international studies. The emphasis varied according to required course offerings, grade level and regional concerns, but an overall emphasis in this area was clear. Based on this survey, increasing demand from the field, and current textbook adoption and curriculum requirements in the state, a plan has been developed to address the need. The Indiana Global Education Program is an important part of this plan. The plan includes in-service sessions, dissemination workshops, and exemplary resource centers.

Goals, Purposes and Organization

The goals of the Indiana Global Education Program are:

(1) to create an in-service training and dissemination network to serve Indiana teachers in the area of global education;

(2) to compile and disseminate to Indiana schools a packet of materials designed to help teachers in their efforts to improve global education in their schools;

(3) to train selected teachers in the 10 exemplary program dissemination centers so they can provide training to other teachers in their areas of the state;

(4) to disseminate information and materials through existing consulting services, newsletters, special mailings and at professional meetings;

(5) to develop a statewide plan to assist school corporations in integrating global perspectives throughout the curricula.

Ten school districts serve as exemplary program dissemination centers. Each of these districts sponsored an in-service session for selected teachers in their own districts in the Spring of 1980 and a workshop for teachers in their own and surrounding districts in the Fall of 1980. Teachers representing these districts received special training and acquired a variety of materials in global education. They also developed sample lessons, and helped select from published materials, activities and information which demonstrate successful approaches in teaching global perspectives. These materials were included in a packet which was widely distributed through the Fall (1980) workshops.

The following sites and dates were utilized in presenting the Global Education materials to the teachers and other interested school personnel attending the day long sessions:

Elkhart	Tuesday, September 9, 1980
East Allen County/ Fort Wayne	Wednesday, September 10, 1980
Columbus	Thursday, September 11, 1980
Evansville	Tuesday, September 16, 1980

Terre Haute	Wednesday, September 17, 1980
Lafayette	Thursday, September 18, 1980
New Albany	Tuesday, September 23, 1980
Indianapolis	Wednesday, September 24, 1980
Muncie	Thursday, September 25, 1980
Gary	Tuesday, September 30, 1980

Each of the ten workshops began at approximately 9:00 a.m. local time and ended at approximately 3:30 p.m. Each workshop featured speakers, demonstrations of classroom activities, and an exhibit of teaching materials. While each local coordinator determined the agenda for that site, the workshops' contents were, to all intents and purposes, similar in nature, with basically the same personnel involved in each. The major source of variation in the workshop sites stemmed from local business and community leaders who gave presentations about their linkages to other parts of the world. Each participant received a teaching activities packet which included Indiana and the World, sample lessons, maps, and classroom activities. No registration fee was charged, participants paid for their own lunches, and school districts were partially reimbursed for the substitute teacher replacing a teacher in attendance at the workshop session, as well as travel expenses.

Intent of the Study

It is the intent of this study to provide general background data on the teacher perceptions of the effectiveness of the Global Education Workshops presented during the month of September, 1980, throughout Indiana. In addition it was intended that

teachers should have the opportunity to participate in the second phase of this study by volunteering to have their classrooms visited and be given the opportunity to participate in in-depth interviews concerning their teaching techniques, and the classroom materials they use, in connection with the Global Education program (see Appendix A).

Specific Points to be Considered

The following specific points, taken from The Indiana Global Education Program are intended to be investigated by the comple- of this project:

Indiana Global Education Project

Objectives of the Program

1. To create a state-wide, comprehensive inservice training network to meet the inservice needs of Indiana teachers in the area of global education. Workshops will be held in each of the ten cooperating school districts which have already agreed to serve as exemplary program dissemination centers.

2. To compile a packet of materials which includes cooperating schools' exemplary programs, state consultant and university scholars' information and existing special projects, for dissemination purposes. In addition to the materials key teachers have developed, the project would make available a variety of materials and insights focusing on cultural understanding and global studies. Indiana in the World will be included.

3. To train key teachers from the ten exemplary programs in appropriate dissemination techniques so that they can provide training and dissemination activities during the workshops and on site in their districts. An early step in launching the Indiana Global Education Program would be a three day organization and training session involving the key teachers from ten school districts in the state with exemplary programs, the co-directors of the program and selected consultants.

Methods, Procedures and Sources of Data

The purposes of this section are to describe: (1) the design of the data collection instrument; (2) the sampling and data collection methods used; and (3) the treatment of the data.

Design of the Instrument

The instrument design was accomplished in the following phases:

1. Presently available data sources were examined. This included examining various reports and research studies (see Bibliography), as well as reading in their entirety the mimeographed documents The Indiana Global Education Program and The Indiana Global Education Project--National Phase.

2. An Instrument Development Team (IDT) was constituted, comprised of the following named individuals:

Walter Bartz, Foreign Lanaguage Consultant, Division of Curriculum, Indiana Department of Public Instruction

James M. Becker, Director, Mid-America Program for Global Perspectives, Indiana University

Charles R. DuVall, Professor of Education, Indiana University at South Bend

Jane Lowrie, Social Studies Consultant, Division of Curriculum, Indiana Department of Public Instruction

Victor Smith, Research and Evaluation Coordinator, Division of Curriculum, Indiana Department of Public Instruction

3. A preliminary copy of the instrument was prepared and submitted to the members of the IDT. A meeting was held at the Department of Public Instruction offices, 3833 North Meridian, Indianapolis, Indiana, on Friday, January 23, 1981. The final form of the survey instrument was developed in response to the suggestions given at that meeting (see Appendix A).

4. The opinionaire was mailed to persons who registered for attendance at one of the ten workshops held during September, 1980. The list of participants names was obtained from members of the staff of the Division of Curriculum, Indiana Department of Public Instruction.

Rationale

According to established patterns found in research, certain information, details and form were included in the design of the cover letter. Items included were as follows: the purpose of the study, the importance of the study to the respondent, the value of the respondent's reply, and the signature and title of the educator involved in this study. (Borg:14-15) The cover letter did not mention any confidential treatment of the data. A summary of the findings was promised. (Young:205) General attractiveness was stressed.

According to Good and Scates, opinionaires constitute a major, reliable survey instrument for data gathered in various survey studies. (606) The mailed opinionaire was used because personal contact was impossible, and unnecessary in this phase of the overall study. Acknowledging that the mailed opinionaire technique possessed several disadvantages such as address problems due to widespread mobility (Snelling:127) and persons registering for the workshop and not attending, and the possibility of some replies being incomplete or not returned, this technique was still employed in gathering the data for the initial phase of this study due to its proved general effectiveness and its relatively low cost. (Droege:256) Further recognizing the disadvantages of the mailed opinionaire, follow-up visits to selected respondents, with a detailed interview schedule, were planned as Phase II of this study.

Concerning the beginning questions (1-5), this information was requested to explore possible relationships between demographic data and the subsequent responses provided on the opinionaire.

Responses were ordered in a "funnel structure," a psychologically and logically sound structure. Simple, interesting, and neutral questions preceded the more difficult, crucial, and personal ones. (VanDalen:257)

Questions were kept short because brevity was stressed in the research dealing with instrument development. The question length usually did not exceed 20 words, with every word being familiar and concise, thus involving a minimum of the respondent's time. (Oppenheim:56)

Both closed and open form questions were developed and employed in this instrument. The closed form type question, requiring checked responses, was used to secure categorized data. Open form questions were used in order to provide a more concise picture of the respondents' opinions relating to the materials under study. (VanDalen:256)

The open type question form was employed in some questions even though it was more difficult to tabulate responses. For this reason all responses to the open form questions are reproduced in Appendices B, C, D and E. Readers are urged to peruse these in some depth and draw their own conclusions, within the context of the limitations noted. Despite its limitations and difficulties in analyzing replies, the open end question tends to avoid superficial replies and allows respondents to structure their own answers. (Sax:112)

Instrumentation

Heading the list of numbered questions was one (Question 1) intended to determine some demographic data, admittedly of a very general nature. Questions 2 through 5 dealt with matters more directly related to teachers and teaching.

Question 6 dealt with attendance at the Global Education Workshop held in the respondent's geographic area of the state. Question 7 attempted, in a general way, to determine the ex post facto reason of the respondent for attending this workshop. Questions 8 through 19 pertained to the main concerns of the study--applicability to instructional program, effectiveness of workshop content, and comparison with other materials used and workshops

attended. Comments concerning the materials and workshop presentations were also solicited. Finally, an offer was made to provide a summary of the study, if requested by the respondent.

Methodology

Identification of the Population

The Social Studies Consultant, Department of Curriculum, Indiana State Department of Instruction, Ms. Jane Lowrie, provided lists of names of individuals who had indicated they planned to attend one of the ten workshops conducted throughout Indiana during the month of September, 1980. Names were selected on the basis of geographic location to insure adequate representation from each area.

Mailing the Opinionaire

In total 389 opinionaires were mailed. Each opinionaire was identified with a letter and two digit number for ease of locating the workshop attendance area. A cover letter and postage-paid self-addressed return envelope were included. Opinionaires were mailed to each selected recipient on Friday, February 13, 1981.

Follow-up Technique

A follow-up (prod) postal card was mailed on Friday, March 20, 1981. This mailing was instituted in order to have a sufficiently high per cent of usable returns that generalizations to the population of workshop participants could be made. This technique was adapted from the method suggested by Kephart and Bressler. (123-32)

Limitations of the Study

One limiting factor in any study using the mailed opinionaire as the basic means of data collection is that of nonresponse, or failure to obtain information from the respondents. According to Kish, this nonresponse may fall into a number of categories, any one of which might describe the nonrespondents. Included in these categories are: temporarily unavailable; refusals; incapacity or inability; not found; and lost schedules. (533-34) Question 15 (see Appendix A) was found to be invalid, therefore data from this question were omitted in the analysis.

Another limitation was the nature of the population, that is the persons who attended the Global Education Workshops. Because of the possible psychological makeup of the person volunteering to attend such workshops, the results could be skewed. However, no other initial method to assess the value of such workshops and materials could be devised which would reach the large number of persons in the sample, and yield similar results.

Finally, the second phase may have a limitation inasmuch as only those teachers who volunteered to be visited will in effect be contacted concerning their views about the effectiveness of the Global Education Project. Again, no other satisfactory means could be devised as unwilling teachers could not be forced to be interviewed, nor their classrooms visited.

Organization of the Remainder of the Study

This study has in Chapter II the presentation and analysis of the data. The summary, conclusions and recommendations of this study are reported in Chapter III.

CHAPTER II

PRESENTATION AND ANALYSIS OF THE DATA

This chapter presents an analysis of the data relating to opinionaire responses dealing with the Global Education Workshops held during September, 1980 under the aegis of the Indiana Department of Public Instruction, Division of Curriculum.

An examination of the total return was made and usable responses were examined by individual item on the opinionaire (see Appendix A). In addition all open-end responses were recorded (see Appendixes B, C, D and E) and subjectively analyzed.

A total of 389 opinionaires were mailed. Of this total 24 were returned by the Post Office for differing reasons while 48 respondents indicated that they did not attend the workshop for which they had registered. This made a total of 317 opinionaires which were delivered to persons assumed to have attended the workshops. Of this total 145 opinionaires were returned and considered usable, producing a total response ratio of 46 per cent. The per cent of unusable returns was 19 per cent (72 of 389). This per cent might have been lower had the actual attendance register been used rather than those registering for the workshop. Because of the favorable rate of return of the assessment instruments generalizations were drawn relative to the Global Education Workshops held during September, 1980.

Data in this chapter will be presented in three major categories. The first category is that of the total population of respondents (145 cases). The second category is that of "teachers"

(Question 4, response "A"). Finally the teachers responses were broken down by level at which they taught (Question 5). There are discrepancies between the number of teachers (n=129) and the total number of respondents to Question 5 (n=137). It is believed that this discrepancy is due to respondent error in answering the questions.

Analysis of Opinionaire Responses

Fairly even distribution was found in the size of community in which the respondents taught. No one segment of the population of respondents exceeded 25 per cent while no segment was represented by fewer than 10 per cent of the respondents. These data are presented in Table 1.

TABLE 1. RESPONSES RECEIVED TO THE QUESTION: "IN WHAT SIZE COMMUNITY DO YOU TEACH?"

Factor	n	Rural %	Small Town %	Town %	City %	Sub-urban %	NR %
Total pop	145	24	14	23	24	10	5
Teachers	129	26	12	25	23	11	3
Grades 1 - 3	8	12	38	25	25	--	--
Grades 4 - 6	49	33	10	18	16	16	7
Grades 7 - 9	43	16	14	40	25	5	--
Grades 10-12	17	24	6	24	29	17	--
Other comb.	20	25	20	10	30	5	10

Examination of the data presented in Table 2 reveals that the vast majority of the respondents hold the Masters degree or above. Indeed in excess of 80 per cent of the respondents indicated that they are at this level of formal training. This may be a bias in the study inasmuch as the respondents (e.g. those attending the workshops) tended to be more highly educated than the majority of their professional colleagues.

When the years of teaching experience were examined it was found that more than half of the total population, as well as more than half of the teachers responding (54 per cent in each case) had 11 or more years of teaching experience. Again, these data reveal that it may well be the more experienced, better educated teachers who attend workshops of the type represented by the global education presentations.

Data presented in Table 4 reveal that the vast majority of respondents indicated that they were teachers. The paucity of responses in other categories led to data analysis being confined to "teacher" responses, with the exception of the first line in each table being that for "total" sample response.

TABLE 2. RESPONSES RECEIVED TO THE QUESTION: "WHAT IS THE HIGHEST EDUCATIONAL DEGREE YOU HOLD?"

Factor	n	Less AB %	AB %	AB+ %	MS %	MS+ %	SP %	DR %	NR %
Total pop	145	1	2	15	32	47	1	2	--
Teachers	129	--	2	17	33	47	--	1	--
Grades 1 - 3	8	--	--	12	25	63	--	--	--
Grades 4 - 6	49	--	4	14	43	39	--	--	--
Grades 7 - 9	43	--	2	19	28	51	--	--	--
Grades 10-12	17	--	--	18	6	76	--	--	--
Other comb.	20	--	--	15	50	25	--	10	--

TABLE 3. RESPONSES RECEIVED TO THE QUESTION: "HOW MANY YEARS OF TEACHING EXPERIENCE DO YOU HAVE?"

Factor (% of whole)	n	Student %	1-3 %	4-7 %	8-10 %	11-20 %	21-30 %	31-40 %	41+ %	NR %
Total pop	145	--	12	15	19	37	12	5	--	--
Teachers	129	--	12	15	19	38	12	5	--	--
Grades 1 - 3	8	--	--	12	50	25	13	--	--	--
Grades 4 - 6	49	--	16	23	20	25	12	4	--	--
Grades 7 - 9	43	--	7	9	19	47	12	5	--	1
Grades 10-12	17	--	6	6	6	58	12	12	--	--
Other comb.	20	--	20	15	10	40	15	--	--	--

TABLE 4. RESPONSES RECEIVED TO THE QUESTION: "WHAT IS YOUR POSITION WITH THE SCHOOL?"

Factor	n	Teach. %	Prin. %	Subj. A.Sp. %	Centl. Office %	Other %	NR %
Total pop.	145	89	1	2	1	6	1
Teachers	129	100	--	--	--	--	--
Grades 1 - 3	8	6	--	--	--	--	--
Grades 4 - 6	49	37	--	--	--	--	--
Grades 7 - 9	43	31	--	--	--	--	--
Grades 10-12	17	13	--	--	--	--	--
Other comb.	20	13	--	--	--	--	--

Examination of Table 5 reveals that the majority of teachers who responded to the opinionaire indicated that they worked with students at either the upper elementary level (grades 4-6) or the junior high/middle school level (grades 7-9). Individual inspection of the responses classified as "other" revealed that these persons also tended to fall within these two categories in a majority of cases, but that the grade level distribution tended to deviate slightly from the categories presented on the instrument (e.g. grades 5-8, 8-12, 6-9, etc.). However, overall, the respondents tended to be teaching in the upper elementary and/or the junior high/middle school level. The lower primary teachers represented an extremely small per cent of the respondents, there-

fore, all responses in this category should be viewed with a high degree of caution.

When queried concerning their reasons for attending the Global Education Workshops the teachers tended to identify a number of reasons for doing so. In this case respondents were told to identify as many responses as they felt applied to them. In excess of half the teachers indicated that they attended the workshop to get ideas to enrich instruction (58 per cent). Slightly less than half (49 per cent) indicated that they were looking for ideas to use with their entire class. More than one-third (39 per cent) of the teachers indicated that they were curious to see what was offered and that they wanted ideas and/or materials for basic instruction (36 per cent). These responses indicated that the teachers were interested in instructional materials and ideas to use with their entire class as basic instructional tools. Their interest was provoked by curiosity and the opportunity to add to or enrich their instructional resource file (32 per cent).

Examination of the data presented in Table 7 revealed that the teachers used the materials (ideas) obtained at the workshop as supplementary materials (71 per cent) or as teacher reference materials (56 per cent).

TABLE 5. RESPONSES RECEIVED TO THE QUESTION: "AT WHAT LEVEL DO YOU WORK WITH STUDENTS/TEACHERS?"

Factor	n	Early C'hd. %	Kdg. %	1-3 %	4-6 %	7-9 %	10-12 %	Col./ Univ. %	Other %	NR %
Total pop	145	1	--	6	34	30	12	--	14	3
Teachers	129	--	--	6	37	31	13	--	13	--
Grades 1 - 3	8	--	--	100	--	--	--	--	--	--
Grades 4 - 6	49	--	--	--	100	--	--	--	--	--
Grades 7 - 9	43	--	--	--	--	100	--	--	--	--
Grades 10-12	17	--	--	--	--	--	100	--	--	--
Other comb.	20	--	--	--	--	--	--	--	100	--

TABLE 6. RESPONSES RECEIVED TO THE QUESTION: "WHAT WERE YOUR REASONS FOR ATTENDING THE GLOBAL EDUCATION WORKSHOP?"

Factor	n	Cruious %*	Spec. Needs %*	Ideas/ Basic Instr. %*	Ideas/ Enrich Instr. %*	Mtls. More Capbl. %*	Mtls. Less Capbl. %*	Mtls. Entr. Class %*	Build Resrc. File %*	Other %*
Total pop	145	39	19	36	57	19	14	48	32	14
Teachers	129	39	19	36	58	18	16	49	32	12
Grades 1 - 3	8	25	38	38	50	--	--	63	38	13
Grades 4 - 6	49	45	14	37	63	27	14	57	33	10
Grades 7 - 9	43	35	30	51	63	19	21	51	40	16
Grades 10-12	17	29	6	18	65	24	6	29	29	18
Other comb.	20	55	20	25	35	15	15	45	25	10

*Multiple responses. Totals do not equal 100 per cent.

TABLE 7. RESPONSES RECEIVED TO THE QUESTION: "WHAT USE DID YOU MAKE OF THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP?"

Factor	n	Basic Instr. Mtls. %*	Suppl Instr. Mtls. %*	Tchr. Ref. Mtls. %*	Stud. Ref. Mtls. %*	Didn't Use Mtls. %*	Other %*
Total pop	145	23	70	57	17	4	5
Teachers	129	25	71	56	14	5	3
Grades 1 - 3	8	25	38	63	13	13	--
Grades 4 - 6	49	20	57	68	14	4	4
Grades 7 - 9	43	28	86	56	14	--	5
Grades 10-12	17	12	88	35	12	6	6
Other comb.	20	30	75	45	35	10	5

*Multiple responses. Totals do not equal 100 per cent

Table 8 reveals that the teachers used the materials and ideas at the Global Education workshop with their entire classes almost exclusively. An analysis of those responses which contained entries in the "other" category revealed that the materials were used as individual teaching resources.

Responses from teachers indicated that in excess of two-thirds believed that the materials they received were either "helpful" or "very helpful." Of those teachers who indicated that the materials were either "somewhat helpful" of "not helpful" data in Table 9 show that a preponderance of the responses came from teachers at the elementary level. This may indicate that more usable materials need to be developed for this instructional level.

TABLE 8. RESPONSES RECEIVED TO THE QUESTION: "WITH WHAT TYPE OF PUPILS DID YOU USE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP?"

Factor	n	More Cpbl. %	Less Cpbl. %	Entr. Class %	Other %	NR %
Total pop	145	4	2	77	13	4
Teachers	129	3	2	81	11	3
Grades 1 - 3	8	--	--	75	25	--
Grades 4 - 6	49	6	--	78	10	6
Grades 7 - 9	43	5	--	86	9	--
Grades 10-12	17	--	6	88	6	--
Other comb.	20	--	5	65	20	10

TABLE 9. RESPONSES RECEIVED TO THE QUESTION: "HOW HELPFUL WERE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP?"

Factor	n	Very Helpful %	Somewhat Helpful %	Helpful %	Not Helpful %	NR %
Total pop	145	26	40	28	4	2
Teachers	129	27	40	26	5	2
Grades 1 - 3	8	25	13	50	12	--
Grades 4 - 6	49	18	39	37	4	2
Grades 7 - 9	43	35	46	19	--	--
Grades 10-12	17	29	41	24	6	--
Other comb.	20	35	30	20	10	5

When queried about the effectiveness of the materials/ideas presented at the workshops the teachers indicated in just under two-thirds of the cases (62 per cent) that the materials were either "very effective" or "effective." Again the more negative replies were, to a great extent, confined to the lower grade levels. These data are presented in Table 10.

TABLE 10. RESPONSES RECEIVED TO THE QUESTION: "HOW EFFECTIVE WERE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP IN ADDRESSING THE CONCEPTS YOU WANTED TO INCLUDE IN YOUR INSTRUCTIONAL PROGRAM?"

Factor	n	Very Effect. %	Effect. %	S/what Effect. %	Not Effect. %	NR %
Total pop	145	18	43	31	5	3
Teachers	129	19	43	30	5	3
Grades 1 - 3	8	12	38	25	25	--
Grades 4 - 6	49	14	35	43	6	2
Grades 7 - 9	43	19	53	28	--	--
Grades 10-12	17	29	59	6	6	--
Other comb.	20	25	25	30	5	15

When queried about the motivational value of the ideas/materials obtained at the workshops the teachers were less positive, however, 60 per cent of them believed that the materials were either "very effective" or "effective" in accomplishing this objective. These data are presented in Table 11.

When asked to estimate the amount of instructional time spent in teaching about global education more than one-third (35 per cent) indicated that they had spent ten or more hours. The data, as presented in Table 12, reveal a "mixed bag" of responses, with no discernible trend related to teaching level of the respondents.

When queried about the importance of the ideas/materials presented at the workshops in excess of half (55 per cent) of the respondents indicated that they considered them either "very important" or "important." Teachers at the junior high/middle school level had a more positive view than teachers at the other grade levels. Data are presented in Table 13.

TABLE 11. RESPONSES RECEIVED TO THE QUESTION: "HOW EFFECTIVE WERE THE IDEAS/MATERIALS YOU OBTAINED AT THE GLOBAL EDUCATION WORKSHOP IN HELPING YOU MOTIVATE STUDENTS?"

Factor	n	Very Effect. %	Effect. %	S/what Effect. %	Not Effect. %	NR %
Total pop	145	14	44	28	7	7
Teachers	129	14	46	26	8	6
Grades 1 - 3	8	--	38	37	25	--
Grades 4 - 6	49	12	45	27	8	8
Grades 7 - 9	43	19	40	37	--	4
Grades 10-12	17	12	59	23	6	--
Other comb.	20	20	30	15	15	20

TABLE 12. RESPONSES RECEIVED TO THE QUESTION: "APPROXIMATELY HOW MUCH TIME DID YOU SPEND DURING THE LAST SCHOOL YEAR TEACHING ABOUT GLOBAL EDUCATION?"

Factor	n	No Hours %	1-3 Hours %	4-6 Hours %	7-9 Hours %	10+ Hours %	NR
Total pop	145	4	18	28	10	35	5
Teachers	129	5	19	27	11	35	3
Grades 1 - 3	8	--	--	63	25	12	--
Grades 4 - 6	49	8	22	31	14	22	3
Grades 7 - 9	43	--	9	30	7	51	3
Grades 10-12	17	6	29	24	--	35	6
Other comb.	20	5	20	10	5	45	15

TABLE 13. RESPONSES RECEIVED TO THE QUESTION: "COMPARED WITH OTHER SOURCES AND MATERIALS STUDENTS MIGHT USE, HOW IMPORTANT WERE THE IDEAS/MATERIALS PRESENTED AT THE GLOBAL EDUCATION WORKSHOP?"

Factor	n	Very Import. %	Import. %	S/what Import. %	Not Import. %	NR %
Total pop	145	15	39	34	6	6
Teachers	129	15	40	33	6	6
Grades 1 - 3	8	--	50	25	25	--
Grades 4 - 6	49	12	33	41	8	6
Grades 7 - 9	43	14	56	28	--	2
Grades 10-12	17	18	35	35	6	5
Other comb.	20	25	25	30	5	15

When queried regarding their perceptions of the "improvement of learning" among their students as a result of the ideas/materials obtained at the global education workshops the respondents indicated, in slightly more than one-third of the cases, that they believed it had been either "greatly improved" or "improved." Only five per cent responded that there had been "no improvement" whatever. The junior high/middle school and senior high teachers were more positive in their responses, while the early elementary teachers were the least positive of any group of respondents. These data are presented in Table 14.

TABLE 14. RESPONSES RECEIVED TO THE QUESTION: "AS A RESULT OF USING THE IDEAS/MATERIALS OBTAINED AT THE GLOBAL EDUCATION WORKSHOP DO YOU BELIEVE YOUR STUDENTS' LEARNING WAS IMPROVED?"

Factor	n	Greatly Improved %	Improved %	S/what Improved %	No Imp'vmt. %	NR %
Total pop	145	3	34	50	4	9
Teachers	129	4	33	50	5	8
Grades 1 - 3	8	--	25	63	12	--
Grades 4 - 6	49	--	33	53	8	6
Grades 7 - 9	43	7	37	47	--	9
Grades 10-12	17	--	35	59	6	--
Other comb.	20	10	35	35	--	20

More than three-fourths of the teachers queried indicated that they did share the ideas and materials they obtained at the global education workshops with one or more other staff members. It is hoped that during the second phase of this study this "sharing aspect" of the program can be investigated in depth. Data are presented in Table 15.

Asked about attending another workshop sponsored by the Department of Public Instruction four of every five respondents (79 per cent) indicated that they would be happy to do so.

Corollary to the data presented in Table 17 appears to be the teachers responses to the effectiveness of the global education workshops. These data are presented in Table 17.

Analysis of Comments Made by Respondents

The comments received relative to the global education workshops tended, on the whole, to be highly supportive of this effort. The teachers who attended the workshops and others queried regarding this effort were genuinely appreciative of the fact that these workshops were provided and that they received many useful ideas and materials.

Emerging from the answer to the question "Please tell us, in your own words, what you believed your students learned from the ideas/materials presented at the global education workshop you attended?" were the concepts of interrelatedness and interdependence. These data, when coupled with data presented in Tables 9, 10 and 11, would appear to support Objective 1 as presented on page 11 of this study. A complete transcript of all remarks is

TABLE 15. RESPONSES RECEIVED TO THE QUESTION: "DURING THE PAST SCHOOL YEAR HAVE YOU SHARED ANY OF THE MATERIALS YOU RECEIVED AT THE GLOBAL EDUCATION WORKSHOP WITH OTHER SCHOOL PERSONNEL?"

Factor	n	No %	W/1 %	W/2 %	W/3-4 %	W/5-10 %	W/11+ %	Entire Staff %	NR %
Total pop	145	21	28	14	13	6	1	2	15
Teachers	129	22	29	15	12	5	1	2	15
Grades 1 - 3	8	25	12	25	--	--	--	38	--
Grades 4 - 6	49	22	29	12	10	8	--	16	3
Grades 7 - 9	43	19	37	14	12	--	2	16	--
Grades 10-12	17	18	23	18	35	6	--	--	--
Other comb.	20	30	15	15	10	10	5	10	5

TABLE 16. RESPONSES RECEIVED TO THE QUESTION: "IF ANOTHER WORKSHOP TO BE OFFERED BY THE DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF CURRICULUM, WHAT WOULD BE YOUR ATTITUDE TOWARD ATTENDANCE?"

Factor	n	Strong Desire %	Happy Attend %	Attend if Urged %	Avoid Attend %	W/Not Attend %	NR %
Total pop	145	34	46	10	1	6	3
Teachers	129	32	47	11	2	6	2
Grades 1 - 3	8	25	13	25	12	25	--
Grades 4 - 6	49	24	57	10	--	6	--
Grades 7 - 9	43	47	40	7	2	2	2
Grades 10-12	17	29	53	12	--	6	--
Other comb.	20	35	45	10	--	5	5

TABLE 17. RESPONSES RECEIVED TO THE QUESTION: "COMPARED WITH OTHER WORKSHOPS YOU HAVE ATTENDED, HOW EFFECTIVE WAS THE GLOBAL EDUCATION WORKSHOP?"

Factor	n	Very Effect. %	Effect. %	S/what Effect. %	Not Effect. %	NR %
Total pop	145	26	46	21	4	3
Teachers	129	25	47	22	5	1
Grades 1 - 3	8	25	25	38	12	--
Grades 4 - 6	49	20	45	29	4	2
Grades 7 - 9	43	28	56	14	--	2
Grades 10-12	17	35	43	6	6	--
Other comb.	20	35	25	25	10	5

in Appendix B.

Responses to the question "Have you any suggestions for ways in which future workshops can be improved?" tended to focus upon two areas of perceived weakness. The first was that the respondents would have preferred to see materials presented for more specific levels. This was particularly true of teachers at the elementary levels. Second, there appeared to be a need to relate Indiana to the rest of the world. While this question was specifically designed to elicit more negative responses (hopefully ... phrased in a mode of positive suggestions) it still tended to support (in many instances) the positive nature of respondents' attitudes toward the workshops. A complete transcript of all remarks is presented in Appendix C.

Responses to the question "Can you identify the two best ideas/materials you obtained at the global education workshop you attended--and tell us how you used them with your classes?" elicited a wide range of responses. The reader is urged to read this section in its entirety as the range of acceptance of the ideas presented is almost as diverse as the population of teachers attending the workshops. Games and map exercises were mentioned with a high degree of frequency. A complete transcript of all remarks is presented in Appendix D.

Finally respondents were asked to suggest materials that they would like to see developed. Their responses closely paralleled those received in Appendix C. That is, they wanted to see more games and activities and maps made available. A complete transcript of all remarks in response to the question "Are there

other types of materials you would like to see developed (distributed) by the Department of Public Instruction?" is presented in Appendix E.

Note: The request made for teachers to submit materials that they may have developed (see Appendix A) did not result in a single response. It is hoped that during the second phase of this study more positive responses, based upon personal contact, will result.

CHAPTER III

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter is presented in three sections. The first section deals with the problem studied, summarizes the pertinent literature and related research, and outlines the procedures which were followed. The second section recapitulates the findings of the research itself. The third and final section presents certain conclusions which were drawn from the findings and offers recommendations for further study, in this case the second (individual interview) section of this study.

Summary

The Problem

The problem of this study was to analyze teacher assessment of the ideas/materials presented at the series of Global Education Workshops presented by the Indiana Department of Public Instruction, Division of Curriculum, during September, 1980.

The facets of the problem studied were:

1. To create a state-wide, comprehensive inservice training network to meet the inservice needs of Indiana teachers in the area of global education.

2. To compile a packet of materials which includes cooperating schools' exemplary programs, state consultant and university scholars' information and existing special projects, for dissemination purposes.

3. To train key teachers from the ten exemplary programs in appropriate dissemination techniques so that they can provide

training and dissemination activities during the workshops and on site in their districts.

Methodology

A normative survey was conducted, using an instrument specifically developed for this study, of teachers who had registered to attend one of ten Global Education Workshops. An initial sample of 389 persons was selected. A follow-up postal card (prod) was used to increase the per cent of response.

Findings

The following findings emerged from analysis of the data:

1. Forty-six per cent of the opinionaire was returned and usable. Because of this rate of response, generalizations were drawn to the population of teachers attending the Global Education Workshops.

2. Ideas and materials were used primarily as supplementary to the regular instructional program.

3. Teachers reported that they attended these workshops primarily to get ideas to enrich instruction for the entire class.

4. Teachers tended to use the ideas/materials as supplement to their basic instruction, in keeping with their reported intent in attending these sessions.

5. Over two-thirds of the teachers viewed the ideas/materials as "helpful" of "very helpful." More than half viewed the ideas/materials, when compared with other available ideas/materials, as being important or very important.

6. The ideas/materials instructional effectiveness was viewed as effective or very effective by approximately two-thirds of the respondents.

7. Overall, the ideas/materials proved to be most positively accepted by those teachers in the junior high/middle school range. The least acceptance was found on the part of primary teachers.

8. The teachers who attended these workshops have a high level of experience (11+ years) and a high level of academic training (M.S.+).

Conclusions

Based upon the data collected, the analyses made, and the findings reported, the following conclusions were drawn:

1. The teachers who attended the workshops were, to a great extent, pleased with the ideas/materials they received.

2. Because of this favorable response pattern it is believed that this type of in-service workshop should be continued, with some thought toward modification to attract less experienced teachers.

3. The respondents indicated a high degree of acceptance of the "hands on" experience presented at the workshops and asked for more of the same.

Recommendations for Further Study

In-depth follow-up interviews of selected respondents to the opinionaire are planned for the month of October, 1981. As a result of this study the interview schedule will be designed to study in depth certain areas of strength and weakness as revealed in this survey. Part two of this study will be available on or before February 1, 1982.

BIBLIOGRAPHY

Borg, Walter H., Educational Research, An Introduction, New York: David McKay Company, Inc., 1963

Droege, Robert C., and Albert C. Cramber, "Follow-up Techniques in a Large-Scale Test Validation Study," Journal of Applied Psychology 49:253-6, August, 1965.

Good, Carter V., Dictionary of Education, Third Edition, New York: McGraw-Hill Book Company, Inc., 1973.

and Douglas E. Scates, Methods of Research, New York: Appleton-Century-Crofts, Inc., 1954.

Kephart, W. M. and Marvin Bressler, "Increasing the Response to a Mail Questionnaire: A Research Study," Public Opinion Quarterly 22:123-32, 1958.

Oppenheim, A. N., Questionnaire Design and Attitude Measurement, New York: Basic Books, Inc., 1966.

Parten, Mildred, Surveys, Polls, and Samples: Practical Procedures, New York: Harper and Brothers, 1950.

President's Commission on Foreign Languages and International Studies, Strength Through Wisdom: A Critique of U.S. Capability, Washington: Department of Health, Education and Welfare, Office of Education, 1979. SuDoc No. HE 19.102:F76.

Sax, Gilbert, Empirical Foundations of Educational Research, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Snelling, W. Redman, "Impact of Personalized Mail Questionnaire," Journal of Educational Research 63:126-9, November, 1969.

Van Dalen, Debold B., Understanding Educational Research, New York: McGraw-Hill Book Company, 1962.

Young, Pauline V., Scientific Social Surveys and Research, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

APPENDIX A

INDIANA UNIVERSITY at SOUTH BEND
1700 MISHAWAKA AVENUE
SOUTH BEND, INDIANA 46615
219-237-4394

February 13, 1981

Dear Indiana Educator:

Our records indicate that last September you participated in the GLOBAL EDUCATION WORKSHOP, sponsored by the Indiana Department of Public Instruction, Division of Curriculum, which was held in your area. Your participation in this educational endeavor was greatly appreciated. This survey is an attempt to determine the use you have made of the ideas and materials presented at this workshop.

Please take a few minutes of your time to complete the enclosed opinionaire concerning the educational materials and ideas presented at this workshop. If you do not believe you are the person with knowledge to complete this opinionaire please give this package to one of your peers who attended the GLOBAL EDUCATION WORKSHOP.

The results of this survey will aid the Indiana Department of Public Instruction, Division of Curriculum, in the preparation and dissemination of future educational efforts intedned to be of benefit to educators. Your response will also assist their personnel in becoming better prepared to serve your individual needs in the areas of curriculum development and implementation.

In addition to your response to this opinionaire we are seeking your cooperation in becoming a part of a group of persons who will agree to participate in the in-depth interviews during the months of September and October, 1981. Completing the form on the back of this letter indicates your willingness to cooperate - you will be contacted and asked if you still wish to be a part of the interview group next fall.

John Harrold, Director of the Division of Curriculum, will share the results of this research effort with you if you wish. Simply complete the enclosed mailing label and return it with your opinionaire. Be assured that your response to the enclosed instrument and your participation in the individual interview will contribute to the continued success and improvement of the efforts of the Division of Curriculum to improve instructional help to the teachers of the State of Indiana.

We have enclosed a self-addressed, postage paid envelope for your convenience in replying. Thank you for your cooperation in this educational effort.

Sincerely,

Charles R DuVall

Charles R. DuVall, Ph.D.
Professor of Education

Encl.

Dear Indiana Educator:

During the Fall, 1981 semester Dr. DuVall will be visiting with selected persons and their classes throughout the state to conduct in-depth interviews. If you are willing to be interviewed -- and have your students interviewed -- as a follow-up to the GLOBAL EDUCATION WORKSHOP, please complete the following information and return it with your opinionaire.

NAME _____

SCHOOL _____

ADDRESS _____

_____ ZIP _____

School Telephone No. Area _____ Number _____

Home Telephone No. Area _____ Number _____

Best time to reach me: Day M T W Th F S Su

Time of day _____

EST CST

Dr. DuVall will contact you to schedule a visit several days prior to arrival. Your wishes will be respected in all cases.

NOTE: If you have developed new materials or modified any materials you received at the GLOBAL EDUCATION WORKSHOP please send a copy of each piece (together with a short explanation). These materials and ideas will become a part of the resource file being developed. Sorry we can't pay postage -- but we certainly can say THANKS FOR YOUR PROFESSIONAL CONTRIBUTION!!!!!!!

Mail to: Charles R. DuVall
Professor of Education
Indiana University at South Bend
1700 Mishawaka Avenue
South Bend IN 46615

INDIANA UNIVERSITY AT SOUTH BEND Opinionaire No. _____ (for office use only)

Please answer the following questions concerning yourself and your school. Circle the letter of the MOST APPROPRIATE response. Your responses will be transferred to computer cards for analysis.

1. In what size community do you teach?
   A. Rural
   B. Small town (under 10,000)
   C. Town (10,000-50,000)
   D. City (over 50,000)
   E. Suburban
   (1)

2. What is the highest educational degree you hold?
   A. Less than bachelor's
   B. Bachelor's degree
   C. Bachelor's degree plus
   D. Master's degree
   E. Master's degree plus
   F. Specialist's degree
   G. Doctorate
   (2-3)

3. How many years of teaching experience do you have?
   A. Student
   B. 1 - 3
   C. 4 - 7
   D. 8 - 10
   E. 11 - 20
   F. 21 - 30
   G. 31 - 40
   H. 41+
   (4-5)

4. What is your position with the school?
   A. Teacher
   B. Principal
   C. Subject area specialist
   D. Administrator (central office)
   E. Other (specify) _____
   (6)

5. At what level do you work with students/teachers?
   A. Early childhood (-K)
   B. Kindergarten
   C. Grades 1 - 3
   D. Grades 4 - 6
   E. Grades 7 - 9
   F. Grades 10 - 12
   G. College/University
   H. Other (specify) _____
   (7-8)

The Indiana Department of Public Instruction, Division of Curriculum, is interested in your evaluation of the GLOBAL EDUCATION WORKSHOP which you attended in September, 1980.

6. Our records indicate that you attended this workshop. Is this the case? A. Yes B. Not sure C. No (If "no" STOP here and return this instrument.) (9)

7. What were your reasons for attending the GLOBAL EDUCATION WORKSHOP? (Choose as many as apply)
   A. Curious to see what was offered.
   B. Had special needs for Global Education materials.
   C. Looking for ideas/materials for basic instruction.
   D. Looking for ideas/materials to enrich instruction.
   E. Looking for ideas/materials for more capable students.
   F. Looking for ideas/materials for less capable students.
   G. Looking for ideas/materials for entire class.
   H. Wanted to build up my resource file.
   I. Other (specify) _____
   (10-18)

8. What use did you make of the ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP? (Choose as many as apply)
   A. As basic material for instruction.
   B. As supplementary material for instruction.
   C. As teacher reference material.
   D. As student reference material.
   E. Did not use ideas/materials.
   F. Other (specify) _____
   (19-24)

Please turn page

9. With what type of pupils did you use the ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP?
   A. More capable students.
   B. Less capable students.
   C. The entire class.
   D. Other (specify) _____
   (25)

10. How helpful were the ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP?
    A. Very helpful.
    B. Helpful.
    C. Somewhat helpful.
    D. Not helpful.
    (26)

11. How effective were the ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP in addressing the concepts you wanted to include in your instructional program?
    A. Very effective.
    B. Effective.
    C. Somewhat effective.
    D. Not effective.
    (27)

12. How effective were the ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP in helping you motivate students?
    A. Very effective.
    B. Effective.
    C. Somewhat effective.
    D. Not effective.
    (28)

13. Approximately how much time did you spend during the past school year teaching about GLOBAL EDUCATION?
    A. 0 hours
    B. 1-3 hours
    C. 4-6 hours
    D. 7-9 hours
    E. 10 or more hours
    (29)

14. Compared with other sources and materials students might use, how important were the ideas/materials presented at the GLOBAL EDUCATION WORKSHOP?
    A. Very important.
    B. Important.
    C. Somewhat important.
    D. Not important.
    (30)

15. During the past school year have you requested or ordered instructional materials about GLOBAL EDUCATION from the Department of Public Instr.?
    A. Yes B. Not sure C. No (31)

16. As a result of using the ideas/materials obtained at the GLOBAL EDUCATION WORKSHOP do you believe your students' learning was improved?
    A. Greatly improved.
    B. Improved.
    C. Somewhat improved.
    D. No improvement.
    (32)

17. During this past school year, have you shared any of the materials you received at the GLOBAL EDUCATION WORKSHOP with other school personnel?
    A. No
    B. Yes, with 1 other.
    C. Yes, with 2 others.
    D. Yes, with 3-4 others.
    E. Yes, with 5-10 others.
    F. Yes, with 11 or more others, but not with the entire staff.
    G. Yes, with the entire staff.
    (33-34)

18. If another workshop were to be offered by the Department of Public Instruction, Division of Curriculum, what would be your attitude toward attendance?
    A. I would strongly desire to attend.
    B. I would be happy to attend.
    C. I would attend if urged by my administrator.
    D. I would attempt to avoid attending.
    E. I would not attend.
    (35)

19. Compared with other workshops you have attended, how effective was the GLOBAL EDUCATION WORKSHOP?
    A. Very effective
    B. Effective.
    C. Somewhat effective.
    D. Not effective.
    (36)

BEST COPY AVAILABLE

20. Please tell us, in your own words, what you believe your students learned from the ideas/materials presented at the GLOBAL EDUCATION WORKSHOP you attended.

21. Have you any suggestions for ways in which future workshops can be improved?

22. Can you identify the two best ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP you attended -- and tell us how you used them with your classes?

23. Are there other types of materials you would like to see developed (distributed) by the Department of Public Instruction?

BEST COPY AVAILABLE

Please turn page

Please return (in the self-addressed, postage paid envelope) to:
Dr. Charles R. DuVall, Indiana University at South Bend
1700 Mishawaka Avenue, South Bend, Indiana 46614

3-20-81

Dear Indiana Educator:

Approximately one month ago you received an opinionaire requesting your opinion about the Global Education Workshop which you attended during September, 1980.

Please consider that we value your opinion and would appreciate if you will respond. Without your help our survey will be incomplete and the future of other workshops may be in question.

Thank you for your cooperation.

Sincerely,

Bob DuVall

Please help!

C. R. "Bob" DuVall
Professor of Education
Ind. U. at S. Bend

APPENDIX B

Question 20

In response to the statement, "Please tell us, in your own words, what you believe your students learned from the ideas/materials presented at the GLOBAL EDUCATION WORKSHOP you attended."

My main purpose was to put some initial "global" ideas into the heads of predominately rural and immobile students. Many of them know what, if anything, exists beyond their own country. (C-54).

We are just getting involved in the social studies and haven't used too much as yet. (C-19)

More about the cultures and the people of the world (C-01)

I hope they learned something - but it is hard to say what specifically since I used it a bit at a time as it fit in. (E-23)

I feel they gained a more accurate understanding of the world as a community which includes each of them. (E-32)

Hard to evaluate when used as supplementary material!! (E-59)

Relating the world's resources to a frame they can understand. A new motivation game, good maps. (E-67)

The way in which Indiana is a part of global trade. (E-75).

I used the material to build a resource file. Unfortunately we are in a building program and full advantage of the material has not been taken. I plan to dive into it next year. I did talk with several teachers about the materials. They were interested but construction problems overcame the new interest. Next fall I will develop it. (E-81)

Created a greater interest in their own state as related to world trade (D-70)

Will present as a unit of study later in the semester (B-05)

I believe my students are developing an appreciation of the world - how it is related to their own lives. Also, I feel they have developed a consciousness of over-population, food supply and the need for conserving energy. (B-29)

Inter-relationships of the nations (B-61)

The materials enrich our present program and are incorporated into the curriculum. (K-04)

Some of the materials were compatible with the conceptual framework I am using with my students; therefore, these materials were used to reinforce or enhance selected global education concepts. (K-11)

The students are more involved in world affairs. They pay more attention to current affairs. (K-26)

I work with small groups. We certainly used the materials from the foreign consulates to enrich our projects. (A-51)

Teachers from Sureland who attended with me were very disappointed in workshop. Our principal (Tom Chalkus) contacted the State Superintendent about its ineffectiveness.(A-53)

Indiana's role in the world affairs. Effective use of newspapers (A-61)

Very few ideas I received were usable in my situation. Addresses received were helpful - but nothing I could directly use in the classroom was given.(A-70)

My class this year enjoyed many of the ideas and projects planned. Unfortunately when asked to implement them they had no desire to do so. I don't believe this is the fault of the packet but the quality of student.(A-71)

The materials I found most useful were those about Japan which I used as is and also ordered materials from sources listed: I.U., consulate, Japan Airlines. I was also able to direct a program about Japan for parents with the three classes and special education students. (Japan is part of our curriculum). We also have a geography unit for which global materials were useful.(A-84)

The students showed some interest in the fact that we do not live in a closed community. They also were not previously aware of the effect many other regions had on our lives. (B-77)

This is difficult to assess since I work with the teachers. Hopefully the students have broadened their views of the world and the relationship the United States has to it. (B-79)

Not used (E-07)

Expanded knowledge of people of other countries including life styles and attitudes (C-76)

The Global influences are a part of their daily life. (E-87)

That we (United States) is not self-contained and that we are dependent on other countries for even the ingredients in a candy bar. (B-63)

They now have a different view about how their lives are affected and how they can effect the world community. (A-92)

That we in the Western Hemisphere do not live alone (K-03)

I have not used those materials per se. My curricula are fairly well developed. (K-20)

They have a better understanding of Indiana's relationship and place in the world. (E-63)

I believe my students have a greater concept of where Indiana stands in relation to the rest of the world. Students have learned how to work with each other. A better knowledge of using AV materials. (B-08)

That we as a nation are very dependent on others for some of our needs and how dependent others are on us and that the day may come when we will have to share more of our resources with others around the world. (D-53)

Again, since I have taught social studies for many years, it's difficult to estimate what teaching came from my experience and knowledge and what was gained and used from the workshop. Often I wonder if the students are sieves! (C-26)

We worked on the concept of culture. What makes up a culture. That to understand a country and its people you must understand their culture. (C-36)

More definitive view of areas we're studying (E-06)

They have a broader outlook on other countries and their relationship to us. Better understanding of "current events." (D-38)

I have incorporated these in my World Geography class. I feel the ideas I have used (see #22) have been enlightening and enjoyable for all students. (E-18)

We have been discussing more about current world problems - situations - needs, etc. and have been studying about world geography and applying the information to population - shortages-attitudes. The 8th graders have also used the TV-25 Newsgame since it was made available to us at the Global W.S. last fall. They have demonstrated their knowledge of world and tri-state affairs on the 6:00 evening news (TV-25) last October and had a special on PM Magazine on Tuesday, February 17, 1981. (C-57)

They have learned the importance of the globe in locating countries. (E-27)

The world's people are interdependent. All people have basic needs (all people have fears, wants, etc.) (K-14)

Being the key teacher for the school system and responsible for presenting the workshop, my students had a distinct advantage because I practiced and used the materials that I helped prepare on them first before presenting the lessons to the workshop participants. (K-12)

I believe my students learned the importance of good international relationships because of interdenendency. (E-35)

A better understanding of world events and their background courses. A slower jumping to conclusions before all the information is evaluated. (E-03)

Concepts of interdependence, energy, population, food, disarmament, cultures, future studies, and governments have all been introduced or reinforced through workshop activities. (D-77)

Independent work, group cooperation (D-23)

I believe they were better able to see the interrelatedness of <u>all</u> the world's people. (D-01)

A concept of the world at large. The "food" unit is especially good. Plan to use more as we study the U.S. with focus on Indiana. (D-56)

They have formed a broader view of the world around them. How it affects them and they affect it! (C-73)

I think it has helped to broadern their horizons and to see that Global Education is meaningful for their lives. (C-13)

Since I teach 5th grade and American history/social studies it is difficult to see what they have learned. I have stressed the relation of North America to Europe, Asia, etc. Also, it has helped the children realize where "we" came from. (B-14)

More perspective view of world affairs (B-54)

Transportation, inport, export of local products internationally (B-10)

I am able to present ideas in a more interesting manner, so the students remain interested and learn more. (B-30)

I believe my students are more aware of our interdependence with people around the globe. They recognize products that they buy every day from other lands. They bring in artifacts from other lands for our students to handle and discuss. (B-81)

Third grade children seemed to learn more of the world-wide services of UNICEF and to appreciate the value of such an organization. Children have a better perception of world trade and our dependency on other countries and theirs - ours particularly on Midwest food production. (B-66)

Events that happen in our world effect us. (A-05)

My students have learned an appreciation for the fact that cultures may differ in appearance, but all of the world's inhabitants share many common concerns. (A-56)

My students have learned more about life in Japan as a result of the many sources of information I received at the Global Studies Workshop. (A-68)

Thus far, the students have gained a better understanding of our interdependence upon other countries for materials that we don't have or need in greater quantities. There is a finite amount of natural resources available, and that, efficient use of these resources are very important. The land can produce just so much and the greater the population the more demand we put upon the land. (E-79)

Helped them to acquire a better global perspective when viewing the world today and historical events of the past. (K-06)

The idea of interdependence between countries has been presented. Population growth in the next 35 years to 8 billion people living on our planet and how that concept might affect the lives of students. Totalitarian control as a world government. The difficulty of people all over the globe making choices dependent on traditional values modern progress. (K-07)

Better awareness of the world, close proximity we live with other countries. (C-58)

A greater sense of "oneness" with the world (E-31)

For two years, I taught a course called Global Studies as a substitute or alternative for World History. Any materials I received were used quite effectively. Of special importance were examples of graphic material, such as population statistics, etc. (A-16)

The students learned about the different jobs of people around their city, etc. (B-06)

A better understanding of comparative cultural experiences. (D-12)

How Indiana relates to the rest of the world (E-65)

I made more of an effort to include broader information than usual. (D-16)

My students have become more aware of the interdependence that exists in the world (trade markets, energy, etc.) and the impact it has on Indiana and our community. (D-08)

That Indiana is their state, but it has ties with many nations through many kinds of activities. That Indiana needs to have other countries associated with it. (B-82)

Unable to determine because I have been teaching Global Education for several years and have covered many of the same ideas. (A-57)

A better understanding of the responsibilities of leadership in government, a better understanding of interdependence. (D-10)

Awareness (E-93)

I feel they began to understand how dependent we are on other parts of the world and appreciate how other people live. (E-88)

I incorporate the material in my curriculum - I teach world history and attempt to get them to begin viewing happenings in a world scope. (B-51)

The importance of Indiana in world affairs (B-16)

People all over the world are alike in many ways, but there are also ways in which they are different. (C-65)

Interdependence of nations, need for governments (C-79)

Information about the continents, improved with the greatness of America (E-29)

We have been working on the different activities presented at the workshop. The students enjoy these activities because they have a break in the routine class period. (A-52)

Some information obtained was correlated with curriculum where possible and was not focused on specifically. Students made aware of provisions for necessities of life on all continents and how they are met. (E-05)

Other people live in different ways, they learned various customs. There are some things that all of us do. (E-53)

I used the list of consulates for our Midwest Region to have students request information about a country of their choice. As we study that country we use the material they receive. In this way they learned about consulates, about getting information on countries, letter writing skills and they also were very thrilled at getting the information in the mail. Some never answered our requests however. (C-69)

Many of the ideas were already in use in my classroom through basic texts used - not obtained through Global Education. (A-59)

Better concepts of likenesses and differences in comparisons of Eastern Hemisphere countries and the United States in relation to GNP; resources, education, standards of living, politics, religion, government, and especially freedoms. (B-27)

I blended materials from the conference with materials I had used in the past. Therefore, I feel these items reinforced and enriched the usual materials. (C-02)

Became more aware that our everyday lives are touched by people all over the world. (A-54)

Global interdependence economically, recognition of cultures, differences and some appreciation of these differences, concepts and understanding that America's heritage began in other parts of the world. (K-09)

I used the maps so the students learned the shape of some large land masses and some countries. (C-75)

I think it helps the students to see that people in other countries are basically like us and this helped the students to understand those people to a greater degree. (C-55)

With my fourth graders, I used only a few maps in giving them the concept of the world in relationship with Indiana. (B-15)

Children learned the importance Indiana plays on both an industrial and agricultural leader in the nation. The materials show the interdependence of nations throughout the world. (C-77)

The students have become more aware of the need for global understanding. Communication must be increased from all angles. (C-84)

A better understanding of the interdependence of countries (D-15)

Perhaps the concepts interdependence and overpopulation are key ideas. Sharing environmental resources would also rate very high. (D-78)

Through the use of UNICEF materials, the students received a cultural overview of India and Ghana. The students prepared family trees and looked at the influence of foreign countries on the state of Indiana. (E-20)

Our country does not exist in a vacuum. We are part of a world community. Our lives are very much influenced by events and decisions in other parts of the world. (E-30)

APPENDIX C

Question 21

In response to the question, "Have you any suggestions for ways in which future workshops can be improved?"

The world is changing so fast I need help in keeping pace. (A-84)

Divide up by grade levels so information given is more useful. (A-75)

Since I teach in the jr. high division, I would like to see more materials geared to this level. (A-61)

The faculty made it difficult to direct our attention to the speaker. Sessions should be held in different locations, rather than in one large area. (A-51)

None (K-26)

Workshops of the "hands-on" type appear to be superior to descriptive and narrative approaches. (K-11)

More classroom activity demonstrations (K-04)

I would like to see the workshops more often - even on Saturdays. Most educators I feel would not mind giving up a Saturday to increase or supplement their knowledge. As far as improving - they are terrific just the way they are. (B-29)

None (D-70)

Make the afternoon session different from the morning session - the same program on jr. high level was offered in the afternoon. (D-63)

More <u>teacher</u> ideas. (D-34)

I thought the one given in Lafayette was one of the better workshops that I attended. (E-81)

No (E-75)

More ideas that can be used in class. (E-67)

I felt this workshop was well organized! (E-59)

The speaker from I.U. was great! From then on there was "chit-chat" and more information. (E-32)

No - except keep the fast pace (as you did). And in a city is there any way the lunch could be catered? I felt that too much time was wasted looking for eating places, parking places, and getting served. (E-23)

No (C-01)

Have available the books or materials to buy instead of just order. (C-19)

A more specific approach. More specific ideas for 4th grade use. (C-54)

I am very pleased with the W.S. - perhaps a list of addresses could be complete in Asian Affairs etc. so that we wouldn't have to copy them after the speaker's presentation. (C-57)

More activities and ideas presented. Small group was excellent. Eliminate speaker (lady from Howe - too long and not really useful). (E-18)

More "hands-on" type activities. Make the time shorter and have them after school, so we don't have to miss a day of school. (D-38)

I felt the information was too broad for K-12 in one workshop. The examples in the afternoon were boring and worthless. (C-36)

Better group timing - we had nothing to do but chat for 1½ hours. (C-26)

Not at this time (D-53)

Try to hold them in larger rooms so it isn't so crowded. (E-63)

I believe that there are more "Global Education" teachers who are not aware of their impact on their ideas. I believe these need to be identified and supported. (K-20)

None - our workshop (Columbus) was very informative and motivating. (B-63)

Be more specific as to content in the publicity - my administrator thought it would deal more with Indiana history. (A-22)

More materials including ideas actually tested or tried in classrooms are always appreciated. (C-76)

The afternoon sessions on actually using the lessor plans were boring and embarrassing. I feel more time spent in explaining the program would be useful rather than conducting the seminar on a student level. (B-77)

The second half of the workshop was too long and seemed unorganized. We were in the auditorium and then had to move out and then back again. The session which we had before returning was much too long. The conference could have been a half day. (C-28)

Teachers could divide into groups according to their grade level and share ideas. (E-27)

We just need more of them! (K-14)

More hands-on activities, less lecture. (K-12)

A more convenient location would be preferred by eastside teachers. For the whole areas this was not a serious drawback. No major changes. (E-03)

This was well organized with top notch speakers and actual application of ideas. (D-01)

I am sick of Burris School and their ideas. Someone with fresh ideas in a typical school (which Burris has never been) would be quite welcome. No more "Burris Bash." (D-56)

More organization was needed. Schedule was too topsy-turvey to suit me. Some of speakers were to scatterbrained. (C-60)

Made available to more teachers! (C-73)

Aimed more for elementary level. The sessions I felt were geared for jr. and sr. high level. Also, since I'm in a private school we do not have access to many of the AV aids the large corporations have. How can we utilize what we have to our best advantage. (B-14)

Less lecturing - more special interest ideas from more people. (B-54)

I especially needed and could use more teacher sources of information, maps, and activities of local Indiana industry. (B-10)

Some speakers had not had adequate warning and were very poorly prepared. (B-30)

Get the word out sooner in the school year. When teachers can go to a "free" workshop during the school year, there is more attraction. Some are even willing to go during the summer if it's lucrative enough to be away from family. (B-81)

Yes - the elementary program needs more activities for the K-[illegible] age group. Also, there needs to be more opportunity for participation and experiencing at this level. There was a continuous "pouring into" by the state social studies consultant with little opportunity for discussion activities or whatever. (B-66)

I have difficulty making the ancient world seem relevant to my students. However, during the recent hostage siege they were fascinated with the history of the ancient Middle East. I would like to see a workshop where Global Education helped us gain insight not only into the present and future, but also the past. (A-56)

There were several different presentations I wanted to attend, but did not have time for each. Perhaps each session could be shorter to allow people to review more presentations. (A-68)

Many of us thought we could get ideas and suggestions to help us teach Indiana History! (A-06)

Having attended one at Muncie, I felt there can be repetition instead of diversity of program. Afternoon sessions should be as stimulating and different from morning sessions. (K-07)

A larger room, perhaps (facilities were a little cramped) otherwise a very good workshop. (C-58)

Tests were difficult. (E-31)

Future workshops could be improved by presenting more materials pertaining to preschoolers. (B-06)

Guest speakers and perhaps panel discussions pertianing to international areas of concern. (D-[illegible])

I thought it was the poorest workshop I have ever attended. The material that was passed out might have been of some value, however it wasn't explained at all - we spent all morning playing games. (A-19)

Divide workshop up. Have one entirely for elementary and one just for secondary. (E-65)

More meaty information than games (D-16)

I attended the junior high section. I felt this section dealt heavily with Asian studies which I found helpful. However, I could have used information on American History, and ancient and modern European and Middle East cultures and history. (D-20)

More sessions dealing with materials. Too much time spent on state or university speakers talking about how important Global Education is. Teachers know how important Global Education is, we like to have more ideas and materials to use in one classroom. (A-57)

More specific demonstrations. Use people who have had actual experiences. Not so much lecture. (B-16)

Spend more time sharing ideas for own grade level, be more specific in advertisements (I thought workshop was concentrating on Indiana's plan in world trade). (E-96)

More activities which can be used in the classroom (A-52)

Provide more active involvement of participants. (E-05)

More activities in which teachers can participate as the one we participated in on world population and density. (E-53)

Continue to display and present materials and techniques for students, possibly use a "live" class and have a presentation.(D-57)

Have materials available for purchase at the workshop. (C-69)

More individual input and participation (B-27)

No - I believe the conference was well planned. (C-02)

Conducted at home schools (A-54)

Arranging released time for more teachers, help teachers to understand America's (U.S.) role in global politics and economics. (K-09)

I feel that I am not well-prepared in this work. More time will be spent in the coming school year. The materials will be shared with schools outside this corporation. Perhaps a stress placed upon attendance would be beneficial. (C-84)

The workshop was well organized. I was most impressed with the materials and the sources for materials. (E-20)

Workshop was presented as Global Ed. and Indiana. As a 4th grade social studies teacher, I was specifically interested in Indiana as related to Global Education. Indiana was not discussed. (A-23)

APPENDIX D

Question 22

In response to the question, "Can you identify the two best ideas/materials you obtained at the GLOBAL EDUCATION WORKSHOP you attended - and tell us how you used them with your classes?"

Several ideas from "Free Resources for Teaching About Japan" mimiographed Rules for Japanese Society and Situations also Japanese Baseball game paper. (C-01)

List of references and resources (C-54)

Getting materials from travel agencies for the various countries we study in social studies. (C-19)

I really liked the candy bars simulation and teachers enjoyed it also. The addresses for resource development was great. (E-81)

Activity on world food with candy in classroom. Wrote to foreign counsels (E-75)

Maps as supplement. Candy bar game as designed (E-67)

Testing of current ideas!! (lab type) (E-59)

All were great - maps especially (E-32)

Look at the tags in your clothing - see where they came from - (used during our "clothing" unit). The idea of the game taught at the very end. (Scissors, rock, paper, etc.) (E-23)

Idea for Current Events where we worked in groups (D-34)

Population concepts - teaching technique. How many import products we have around us. (B-61)

Indiana in the world - plan to use this at end of year when I talk about economics. Energy - when introducing a new country, make copies of energy information regarding that country. Works in plus supplies students with added information. (B-29)

The radio program - the morning news - the Chicago education station. Indiana Port presentation. The majority of time I was presenting a program. (K-26)

One of the most helpful handouts was the bibliography of recent Global Education materials; the content of a videotaped demonstration on concepts that dealt with human adaption to topographical and climatic regions. (K-11)

The packet as a whole. I im essed with both because of the concise activities whi could accommodate most students and the way the units were aid out. With a class more desirous of learning, I believe th packet would be invaluable. (A-71)

We wrote to foreign consulates. The materials obtained were excellent! (A-51)

The "3m" game (example). The food usage and distribution information. (A-61)

Address brochure for ambassadors and embassies, booklet of games. (A-70)

I have used many of the activiteis (pages 33, 27, 66, 74, 78, 91, 107, 114). Students enjoy the activities. In addition, many of the concepts and presentations can be adapted for any grade or ability level. (K-04)

Tried the division of food among continents - really revealing! Excellent. Small group activity on Japanese behavior tried as a group. (E-18)

Indiana in the World booklet and Indiana in the World Teaching Activities Packet - used as reference materials. (D-38)

Needs - survival exercise in different areas of world (afternoon session). Growing interdependence of Indiana, U.S. and test of world. (E-06)

Trips around the world (K-18)

Packet - Japanese culture lesson plans and ideas (C-36)

Shipwreck on Terra Island; Map study (D-53)

Indiana Exports - used the figures for students to see how the state of Indiana measures up to other states and countries. News Media in the classroom. Students were broken into groups and were assigned a country. Then students had to make a TV news-broadcast over their articles. This was put on video tape, then replayed for the students to see. (B-08)

Names of Indiana cities with foreign names, rank of Indiana in crop exports. (E-63)

Indiana and the World and the idea of having students get news-paper articles and have them locate the country or city in the world dealing with the article on a map. Good exercise for bulletin boards. Indiana and the World is good for economics class. (A-92)

A Simple Candy Bar (p. 33) Bulletin board with candy wrappers, ingredients listed and countries of origin. Children had to find countries on map. Chicago Unit (p. 3) goes with our present social studies adaption. Parts of Food, Food, Glorious Food. (B-63)

I had received most of the materials previously. The new idea about having students videotape was interesting, however, I had done something similar to this before. (D-79)

Specific teaching ideas from the ideas booklet I received at the workshop. (E-87)

Maps of different areas were/are used quite frequently for many different types of information. (C-76)

I really didn't find many facts at the workshop to use in such a small community as ours. (B-77)

Newspaper in the classroom - Have students collect articles and give news program on video-tape. Totalitarian fight game - Student's information in a class is controlled as in a totalitarian society so that they believe a fight has occurred with one of other classmates being expelled from school. (K-07)

Weekly News Quiz presented by WEHT - Channel 25 (Evansville) has been invaluable in getting students interested in present national and global events. Entry package of Global Education materials and its cross-reference with Indiana in the World. (K-06)

Global Future, "What if...?" and Food for Thought. I used these two material handouts to stimulate discussion and to make the students aware of our interdependence upon others. It was beneficial in helping the students to see that there is a finite amount of natural resources and that we must make efficient use of these resources. The Ethnocentric lecture was very good in stimulating thought and class discussion. (E-79)

Current events picture quiz. Using candy bars to represent distribution of world's resources to population areas. (D-22)

Categories Game using Global Facts I used this in studying Europe and plan to use it with units on Asia and Africa. Handout, "The World and 37.4 Candy Bars" I used this when teaching about population and resources. (A-68)

Current events project of Julie Mortier - Emerson. H.S. and Charles Steele - West Side H.S. (A-56)

Our lives are entwined globally with almost everything we have or do. (A-05)

Materials leaflet from Unicef, idea for a party where refreshments demonstrate unfair distribution of food among representative countries. List of products familiar to young children and country of production. (B-66)

"Afro-Asian Center" pen friends (Indiana Global Ed.) Fifty students out of 150 ordered pen friends. "On Energy Curriculum" worked on several lessons. (B-81)

Indiana in the World - Games and activities are fitted into the work I use to enliven it and keep kids' interest. Attitudes and opinions in helping to cross discipline lines with the Global materials. (B-30)

Embassy - posters for newscasts, map study (B-10)

Maps, activities suggested by teachers (B-54)

The Activities packet far surpassed the Workshop presentations. (D-56)

If you work hard enough you can compete in the world market - Robinson - Nugent. Pupils were made aware of how a local company operates world-wide. Cooperation is so important (a game to show this concept) idea is often demonstrated in P.E. class. (D-01)

As a review lesson before test, I passed cards with pictures and questions to small groups to answer together. We did this with current events at the workshop. (D-23)

Indiana and the World - I use these activities almost weekly (D-77)

Teaching technique useful for grouping students better and encouraging open discussions. (E-03)

Resource materials that were listed for free or inexpensive products, especially useful in the study of Japan, lessons that related to cultural experiences, i.e. Japanese baseball. (D-09)

Student surveys about family's products (they see how many "things" they have and use every day from other countries), pen pals (gives student a more concrete attachment to the "world"), Terra Island senario. (K-14)

Having children handle globe when I read about a country I have a child locate it, and he or she takes the globe around the classroom pointing to the country. Use mission calendars and mission magazines to make children aware of the customs and needs of children in other lands. (E-27)

Outline maps (E-92)

Lesson plan that suggested "international parade." Made "floats" for school parade. Packet us usable lesson plans. (D-10)

Current event contest, would like to start a contest between schools using this approach. The department will attempt to try the contest in May. (A-57)

(2 activities) Food Food! Glorious Food, Trips Around the World, the handbook, Indiana in the World, excellent reference source for questions that come up in class discussions. (D-08)

Current events quiz, People, Bingo - used them in same way, basically as we did at workshop. (D-20)

River Front program in Clark Co. (D-16)

Unable to do at the present (D-12)

The best material I observed from the workshop was the addresses, to obtain information about various countries. We made geography activities from these. The book, Strategies for Teaching Economics - Primary Level - Grades 1 - 3. (B-06)

I believe that the idea of "Global Education" per se is the one that needs to be stressed. The interdependence that must be present to teach properly concerning any type of world studies is paramount. (A-16)

Channel TV 25 - Newsletter - As bonus questions current event tests, general discussion, maps, exercises. (C-58)

The most interesting item was the slide presentation of the Burns Harbor Waterway. (A-59)

Consulate Addresses, Ideas Handouts (Map outlines, etc.) (C-59)

Teaching Activities Packet - additional ideas, Addresses of consulates for various lessons. We spend a day every eight weeks on a foreign country, i.e. China-made egg rolls and rice, ate with chop stick, did China art and writing. (E-53)

Ideas used were modified to show food distribution. Used circle graph with class ratios. (E-05)

Presenting current events in the newspaper and through the game. (A-52)

Map studies, charts about products made in different countries of the world. (E-29)

Global futures, "what if...?", shipwreck on Terra Island: A Simulation. (C-79)

Game, identify personalities from pictures, used for extra credit. (E-96)

Indiana in the world, used games and activities as supplementary material for my Indiana History class. (C-65)

Pen pals, money exchange information, section on Indiana (B-16)

I have not have had an occasion to use the materials very much. (B-15)

I used a variety of the materials, they all helped. We used some as discussion starters, others as lead-ins to new lessons. (C-55)

Scissors, rock, paper game - play. (C-75)

Not specifically, except perhaps the comparative consumption of the world's resources by the "have" and "have nots". (K-09)

Guide and maps, I shared the materials with sixth grade teachers - the grade I previously taught. Presently teaching third grade, since this was my first year at this grade level, I was hesitant to apply GEW concepts as a unit per say. (A-54)

I used ideas from the numbered lesson plans which were sent after the conference more than anything. (C-02)

Video-tape news broadcast on eastern European countries. (B-27)

Ideas on Japan and the Orient were invaluable to me, also information on Africa. Our book dwells heavily on these. (D-78)

The material with the language terms used in baseball in Japan - made a game of it and Indiana Global Educational materials - used supplementary work when studying the settlement of Northwest Territory. (C-84)

To me and my class, the most beneficial information was the worksheets on the monetary system of India and the information concerning Indiana exports. India was studied in much detail so the worksheet gave us additional information. After spending almost a semester on Indiana history it was important to link Indiana with the rest of the world. (E-20)

Used the idea of 100 crackers divided according to use by peoples of the world. This led to excellent discussions. Used comparisons of Soviet and U.S. housing space. (E-30)

APPENDIX E

Question 23

In response to the question, "Are there other types of materials you would like to see developed (distributed) by the Department of Public Instruction?"

Interesting ways to teach geography continent, country, etc. Biographies, pictures of famous Hoosiers. (A-84)

Map skills (A-61)

Guest speakers and artists from different countries (or a list) to speak to children. (A-51)

Activities that last 1-2 class periods for U.S. history. Topics: Labor unions, League of Nations, Progressive Era - Reforms (K-26)

Materials developed around generic global concepts, possibly in unit or packet form. (K-11)

Continued workshop format with demonstrations of lessons. (K-04)

I would like to have access to more maps. Maps are very important for locating places, and I find students are not aware of countries unless they are exposed to maps every day. (B-29)

Any ideas from teachers. These need to be field tested. (D-34)

Mapping skills (D-63)

Governmental relationship with world trade, etc. (D-70)

My needs for materials were met. (E-32)

I'll think about it. (E-75)

Simple, practical simulation activities such as the Global Education packet are very useful and always welcome. (E-81)

Materials which go along with traditional studies and could be used as supplements to existing instructional programs. (B-77)

I would like to have some Parenting Programs developed. (B-79)

U.S. history, our children do not know enough of our own history to be too involved in Global Education. (E-07)

Addresses and names of people who can be contacted at the consolates would be quite helpful in locating any needed information. (C-76)

None at the moment (D-79)

Some kind of material should be distributed to tell people about Center in Bloomington. (B-63)

Not that I can think of at this moment (A-92)

More useful information on Indiana history (E-63)

Not at this time (A-53)

Poster type maps (D-38)

I would be interested in inquiry activities for high school students. I have modified and/or developed some for my classes but could use more ideas. (E-18)

A list of students attending U. of E. or ISUE from foreign countries who would be willing to speak to the class on occasion. (C-57)

I can't think of any. (E-27)

I'm always ready for new ideas to use with my classes! More about History Day Contest! (K-14)

More lessons that are hands-on experiences, more resources that can be obtained inexpensively. (K-12)

Materials related to Indiana for high school students who no longer can travel on longer vacations. Including maps, 1980 census, applying metric measurements could be included. (E-03)

More ways to teach students customs of other countries. (D-23)

This same basic workshop needs to be presented to more teachers. This would be good in conjunction with the ISTA Conference Days. (D-01)

Just good usable materials with practical suggestions. (D-56)

More of the same (B-54)

I have seen nothing (so far) for our U.S. history (5th grade) studies. (B-30)

Continue research on Eastern Hemisphere curriculum (Africa, Asia, E. Europe, USSR). (B-81)

Activities for the K-3 or 4 levels. Because of the economic crunch many schools, including mine have eliminated current event papers, such as Weekly Reader and Scholastic. (B-66)

Better techniques on how to help students understand the newspaper (especially when they have difficulty reading.) (A-56)

I am interested in materials on African countries. (A-68)

Statistical data and maps that were given in the folder are a great help. (E-79)

Global materials centered on U.S. history. (K-06)

Films or slide presentations. (K-07)

Songs and dances of other countries. Songs sung both in English and the native language. Tapes of "example" lessons on inter-dependence. (D-10)

Specifically on one topic with many facts, world geography, world economics, world politics, world ecology. (D-16)

Materials pertaining specifically to Indiana History. (B-24)

Comparing cultures with similar physical environments to see how their cultures have progressed over periods of time. (D-12)

I would like to see materials developed for early childhood education. (B-06)

Have need for more science materials. (B-16)

Simple maps of Indiana that could be duplicated for individual use. (C-65)

Different kinds of maps for classroom study. (E-29)

More activities to do in the classroom. (A-52)

Maybe after I've used the materials more extensively, suggestions may be given. (E-05)

Pre-made games and activities that we can xerox, especially for the primary grades. Some of the units included a few. (E-53)

More basic map skills - including road maps, etc. to be taught in elementary school. (C-69)

More materials written on fourth grade level for Indiana history. Most of what we receive is eight grade level. (B-15)

Any items to reinforce map skills. (C-02)

Materials for primary students. (A-54)

Unbiased materials on the developing nations. (K-09)

I would like them to share new ideas in all subject areas. I am thinking of math in particular - metrics, etc. (C-55)

Material concerning Indiana history (activities) (E-20)